

More Able and Talented Policy



Leytonstone School

Signed by Chair of Governors: Kate Lord

Date Ratified by Governors: 18/3/15

Date to be Reviewed by Governors: 28/3/17

Leytonstone School

More Able and Talented Policy 2014/15

Rationale

At Leytonstone School we are committed to providing high quality education for all our students. We believe a rich, challenging and stimulating curriculum will benefit all children, some of whom will be more able than others.

The recognition and meeting of the needs of able students will raise expectations, create a culture where success is valued and therefore raise standards throughout the school community.

Aims

- To recognise that more able students have particular needs that must be met.
- To foster a love of learning and the pursuit of excellence.
- To enable all students to reach and in some cases exceed their expected potential by providing a rich, stimulating and challenging curriculum.
- To work in partnership with parents/carers, and other stakeholders.
- To develop and maintain an inclusive approach to education.
- To develop staff to recognise and meet the needs of MAT.

Definition

Our definition of 'more able and talented' students seeks to recognise that those who achieve (or have the potential to) in either one or multiple areas. Students who are identified as being 'more able' may possess exceptional skills to a level significantly ahead of their year group in one or more of the following areas:-

- Academic ability
- Sporting ability
- Musical talent
- Dramatic talent
- Innovative design ability
- Creativity
- Leadership
- Organisational ability
- Mechanical or technological ability
- Interpersonal skills

Identification

“Talent is multi-faceted and therefore we need a broad approach to recognise all its facets. Much talent remains undiscovered and unused unless the correct opportunity comes along “ J.B Teare 1997

A range of methods of identification are used as we recognise each one has its limitations

- KS2 data – students who achieve Level 5c or above in English and Maths.
- Observations that highlight key characteristics associated with above average abilities.
- CATs Test results of 120+ (providing non-verbal and verbal data which can be especially effective for recognising ability and talent with EAL students.
- Parental/Student/Teacher nomination
- Accelerated progress captured in our academic data cycle.
- Reading Test Scores: results of a reading age well beyond their actual age.
- Reviewed throughout the 5 years at school, every term as part of inclusion meetings.

Personal Characteristics

There are a number of characteristics which can indicate that a student might be More Able and Talented. Some of these characteristics we class as ‘positive’ indicators.

However, we recognise that not all More Able and Talented students are obvious achievers. Poor behaviour and/or underachievement may also be indicators that a student is More Able or Talented. For instance, the potential of some More Able and Talented students may be masked by frustration, low self-esteem, lack of challenge and/or low expectations. None of the following characteristics are necessarily proof of high ability but they may be indicative of an individual’s learning patterns and ability levels.

Positive

- Inquiring mind
- Verbal fluency
- Transfer/manipulate knowledge and skills
- Long concentration span
- Responds well to questioning
- Approaches tasks methodically
- Higher order thinking skills
- Detailed Explanations
- Learns easily
- Original/creative/imaginative thinking
- Analytical

- Flexibility/adaptability
- Insightful
- Intellectual curiosity/ Inquisitiveness
- Good memory
- Strong feelings and opinions
- Ability to construct abstractly
- Ability to infer
- Good observation skills

Negative

- Bored and restless, though capable of making astute contributions on an erratic basis
- High quality verbal work with low quality written work
- Poor test results, though asks searching questions
- Finds it difficult to finish work, dislikes the mundane
- Creative interests outside of school which may not reflect work inside school
- Highly self-critical, very low self esteem
- Can be tempted to “grow up” too quickly. Tempted to cigarettes, alcohol, drugs, crime.
- Hostile to authority and can articulate it
- Quick to spot a “short cut”/”alternative”/”better way”
- High non-verbal CAT score but low average
- Will “pick and choose” the types of behaviour shown in lessons
- Can manipulate situations and others
- Can lie convincingly
- Can feel content with their abilities, does very little work and effort is minimal, because they are convinced they don’t need to work since they are smart or clever.

Provision

The personalised needs of More Able and Talented students are met at our school through:-

- Provision of a challenging curriculum where tasks are appropriately differentiated in order to stretch and challenge our MAT students. This should be clearly outlined in teachers' planning and Schemes of Learning.
- Appropriate grouping of students.
- Provision of an effective and positive learning environment.
- Questioning techniques which use higher order questions to challenge and develop thinking skills (analysis, creative thinking, speculation, evaluation, justification, inference, hypothesis, synthesis).
- Classroom based learning being enhanced through enrichment field trips and project work to inspire high achievement.

Transfer and Transition

Effective recording and communication systems will ensure that as far as possible teachers are aware at the start of each year of:

- Current levels of achievement and expected progress.
- Students who are on the MAT register.
- Intervention already in place or completed.

The information shared between each year group across and within key stages will include the following details for each MAT student:

- Preferred learning styles
- Particular strengths and weaknesses
- Targets for further development

Monitoring and Evaluation

In conjunction with SLT members responsible for the More Able and Talented and Curriculum, along with HOYs, the MAT coordinator will monitor students' progress across all areas. HODs will also monitor students who are More Able and Talented in their subject area. Monitoring progress at different levels will ensure that no MAT student 'falls through the net'.

The Headteacher, SLT, and MAT coordinator will monitor the effectiveness of the MAT policy, provision and interventions, which will be reviewed annually.

Roles and Responsibilities

The MAT Coordinator:

- Work in conjunction with HOD (or nominated MAT department 'champion') to evaluate department provision for MAT students and target students who are progressing well for celebration or students who are underachieving for appropriate intervention.
- Update and monitor the More Able and Talented student register
- Liaise and work with LBWF (south) school's MAT coordinators to share best practice and carry out south of the borough initiatives e.g. joint-enrichment projects.
- Manage the administration associated with external enrichment projects.
- Liaise with the MAT line manager, Headteacher, and curriculum leaders, SENCO and the teaching body.
- Liaise with Key Stage 2 and Key Stage 5 provision.

Curriculum Leaders:

- Monitor the progress and provision of students registered as more able in their specific curriculum area
- Ensure schemes of learning and teacher's planning contain appropriately challenging tasks and learning opportunities to provide challenge for all students
- Provide appropriate resources to stimulate and extend thinking

Class Teachers:

- Ensure able students are set appropriately challenging tasks and learning opportunities in the context of challenge for all
- Use appropriate differentiation
- Identify students who are able, gifted or talented in particular areas
- Track progress of MAT students
- Identify students' individual learning styles
- Seek advice and support from the MAT Leading Teacher/Curriculum Leaders/Key Stage/Year Leaders when necessary.